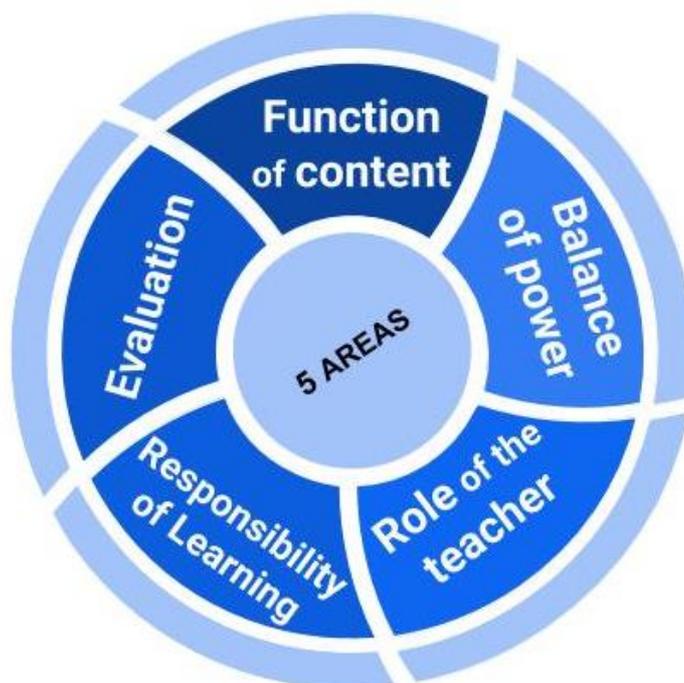# LEARNER-CENTERED LEARNING
in Circus Education

LCL Checklist

Five main topics to analyse and discover how a Learner Centered approach can be used and developed in the specific situation of circus lessons:

1. **The Role of the teacher**

2. **The Balance of power**

3. **The Responsibility of the learning**

4. **The Function of content**

5. **Assessment**

Role of teacher

⇒ Have I tried to be aware of the 3 teaching styles: clown, nurse, police;
⇒ Have I tried to be aware of the 3 facilitating styles: professor, animator, model;
⇒ Have I used the 3 different channels to lead and transmit content: Visual, Auditory, Kinesthetic;
⇒ Have I used the 3 different modes of communication: verbal, non-verbal, para-verbal;
⇒ Am I aware of the diversity in the group;
⇒ Have I tried to reduce the gap between what I'm saying and what learners understand (find out about the students individual understanding of the world);
⇒ Have I brought the students into the HERE and NOW;
⇒ Have I checked the class's coherence with the long-term plan?

Balance of power

⇒ Have I used a more active or directive pedagogy; in the exercises, in the lesson as a whole and in the long-term plan;
⇒ How much freedom have I given the participants within the frame of my instructions;
⇒ How much and what can they choose, transform or propose;
⇒ How functional to technical skills development, is the frame of freedom I have given to the students;
⇒ Have I designed tasks so students can discover ideas for themselves;
⇒ Have I been flexible enough to let students reach conclusions I had not considered;
⇒ Have I encouraged students to learn from each other (peer learning);
⇒ Have I given enough extra resources to go deeper in the learning process;
⇒ Have I given enough freedom to the students without losing control of the class and the learning objectives?
⇒ Have I tried to pay attention to the balance of the power between the students?

Function of Content

⇒ Have I given the students tools to learn by themselves;
⇒ Have I left enough space in the instruction, to allow the learners to fill it and find solutions themselves;
⇒ Have I tried to develop competencies, as well as skills;
⇒ Is the proposal stimulating enough to motivate the group;
⇒ Does the proposal challenge the learner's creativity;
⇒ Have I used games to motivate the group, encourage the physical preparation and develop expression and self-trust;
⇒ Have I created stimulating challenges for the students;
⇒ Have I used techniques or exercises to get the students into a flow state? (Flow Model);
⇒ Have I tried to follow the "Obliquity" method in the proposed exercises;
⇒ If I have used competition, was it multidimensional enough (more than one area, such as; strength or elegance or creativity) and "multi-directed" (with others, teams, groups or myself);
⇒ Have I proposed emotionally safe competitive elements to avoid frustration and to increase cooperation?

Responsibility for the Learning

⇒ Have I given tools to empower the students learning skills and to function as independent, autonomous learners;
⇒ Have I encouraged peer-learning;
⇒ Have I created a problem-solving setting;
⇒ Have I created individual learning paths;
⇒ Have I left space for them to choose strategies, paths, goals and skills to develop;
⇒ Have I encouraged students to be in the here and now, aware and concentrated;
⇒ Have I worked to create a culture of self-discipline, dialogue, feedback and active listening between all students and between the students and teachers;

> ⇒ Have I included participants in establishing participation policies and agreeing on planning and timetable;
> ⇒ Have I given them the possibility to push their boundaries or stay where they are, feeling comfortable;
> ⇒ Am I aware of giving step by step instructions (ZPD)?

Assessment

> ⇒ Have I put tools in practice to check the understanding of the students;
> ⇒ Have I planned a final active review, or on-going feedback exercises;
> ⇒ Do the students have the possibility to make a self or a peer evaluation;
> ⇒ Are the students able to choose goals for themselves;
> ⇒ Is the assessment multi-dimensional;
> ⇒ Have I planned an assessment for myself as a teacher or group of teachers? (by the students or my own team);
> ⇒ Am I able to separate the behaviour from the person in the evaluation (assess "what you are doing" instead "what you are"), observing also the process of each person;
> ⇒ Am I able to praise the process instead of the result or the talent;
> ⇒ Have I encouraged a growth mindset, instead a fixed one?